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ABSTRACT

The program evaluated here involved a two-way exchange of students and teachers from a school in Mainz and two high schools in Madison, Wisconsin. Homestay and cultural touring were outstanding aspects of the program. To measure the impact of the program on American participants, tests and questionnaires were administered before and after the visit. These instruments produced evidence that strongly suggests that the program had a highly favorable impact on desire to speak German as well as on self-confidence in self-expression in German. The great majority of students showed considerable improvement in fluency, and there appeared to be a positive carryover into reading ability. Students, who all went into the program with a positive attitude toward German language, culture, and people, had that attitude strongly reinforced. From the standpoint of language learning, the most significant factor appears to be the development of an "integrative" attitude toward the German language and people. The measurement instruments are appended. (JE)

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EVALUATION OF THE
GERMAN-AMERICAN
PARTNERSHIP PROGRAM
BETWEEN MADISON PUBLIC SCHOOLS
and
NEUTORSCHULE OF MAINZ,
Federal Republic of Germany

by
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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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GAPP Series No. 1, 1979

PREFACE

We are happy to publish as No. 1 of the GAPP series this first evaluation of a GAPP exchange visit which gives many interesting answers as to the effectiveness of personal and school inter-relationships between the United States and the Federal Republic of Germany. This systematic, scientific investigation confirms in many respects testimonials we have received from teachers and students in both countries.

GAPP, the German American Partnership Program, now is more than six years old. From a handful of participating schools it has developed into firm partnerships between almost 120 schools in each of the two countries. Quite a number of these schools have exchanged students for several years now, a fact which speaks well for the importance teachers as well as principals and school boards attach to this activity.

The value of Dr. Grittner's report lies not only in making clear how such exchange visits improve language skills and motivation but also in showing how well students begin to feel the realities of the other language and country. On the other hand, in pointing out the problems which inevitably occur, this report will make it much easier to overcome them.

GAPP is grateful to Dr. Grittner for having undertaken this evaluation which we are confident will render future exchanges even more fruitful.

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INTRODUCTION

During the month of April 1979, a group of 10th year students from the *Neutorschule* in Mainz, West Germany, along with two of their teachers came to Madison, Wisconsin, through the German American Partnership Program (GAPP). During that time they lived with families, attended classes at East High School, and made visits and field trips to surrounding areas. In June of the same year, a group of American students from East High School and LaFollette High School made a similar trip to Mainz, West Germany, in which they also lived with families, attended classes in the *Neutorschule*, and made visits and field trips to surrounding areas. Like their German counterparts, the American students lived with German families in their homes. Both the German and American students were funded, to a considerable extent, by their parents and by monies which the students themselves earned. In addition, the German state of Rheinland-Pfalz contributed to the program in order to ensure that all students in the 10th year of the *Neutorschule* would be able to participate in the exchange program. No such funds were available from the Madison Public Schools or from state sources. A similar program had been operated between the *Neutorschule* and the Madison schools during the 1978 school year. The general feeling of all concerned was that this earlier program had been successful. However, a formalized evaluation of the program was not possible due to limited funding.

Ms. Gesa Kandeler of Goethe House New York suggested that such an evaluation might be useful. As a follow-up, she contacted Dr. Frank Grittner, Foreign Language Supervisor for the state of Wisconsin, and asked if the Wisconsin Department of Public Instruction would be willing to cooperate in the evaluation of this unique exchange program. Goethe House New York seemed to be a logical intermediary between the local and state public school system of Wisconsin and the *Neutorschule* and the State Educational Ministry of Rheinland-Pfalz. It was proposed that Dr. Grittner accompany the American students to Mainz, Germany, after which he would prepare a report on the program. Pre- and post-test instruments were administered with regard to the language skill development of the American students in the German language. In addition, cultural attitudinal questionnaires were administered to both the American

students participating in the program and the German students from the *Neutorschule*. These instruments along with interviews and discussions with teachers, parents, students, and state educational officials in Rheinland-Pfalz constitute the basis for this report.

Underlying Assumptions About Language Skill

1. **Skill Getting.** In recent years educators have made a distinction with regard to the learning of a second language between the process of "skill getting" and "skill using." Many language educators believe that the somewhat artificial atmosphere of the foreign language classroom is conducive to "skill getting" but is limited as an environment for "skill using." It is further believed that, in the heavily anglicized and monolingual culture of the United States, a student soon loses the motivation to acquire a skill for which there is no apparent application. It appears that some systematic "skill using" is a necessary ingredient to maintain the interest of most American young people in acquiring language proficiency.

An analogy has been made between the language classroom and a hypothetical basketball team in which the coach drilled the students on passing the ball, shooting the ball, and acquiring other fundamentals while, at the same time, never allowing the students to use the skills in a game involving other teammates and other opposing players.

2. **Skill Using.** The need for skill using in the teaching of foreign languages has been recognized for many centuries. Various instructional methods, instructional games, and simulated cultural environments have been devised to give foreign language students practice in using the skills which are so laboriously acquired. In addition, total immersion schools have been developed in which students receive all instruction in the target foreign language. Also, summer camps have been established in which a foreign language is used exclusively as the medium of communication for the campers. All of these techniques have proven effective to a degree. However, the ideal situation still appears to be that in which a period of systematic

classroom study is followed by a period of residence in the foreign culture in a situation where the students are required to communicate exclusively in the foreign language.

3. **Language is a function of time.** To many people it is self-evident that the more exposure hours a student has to a language (irrespective of instructional methods) the better that student's proficiency in the language will be. Research evidence has supported this belief.

4. **Language is a function of the learner's attitude.** Studies have shown that those students who are favorably disposed toward the foreign culture and its people tend to have higher achievement in the learning of the foreign language. It would, therefore, seem to follow that any program which improved or sustained a student's favorable attitudes toward the target culture would be conducive to better foreign language learning.

Assumptions About Language and Culture

1. A foreign language represents different cultural "realities." That is, the German language is not merely another means of expressing the American version of reality. With the possible exception of certain scientific "universals," learning another language means learning the cultural context which the language represents and from which it emanates.

2. Much of a foreign culture involves subtle attitudes, gestures, and other non-verbal characteristics which, like the process of skill using, cannot be taught fully and effectively within the four walls of the language classroom.

3. These non-cognitive aspects of language and culture are not easily measurable; they are, nevertheless, highly important and cannot reasonably be omitted from the evaluation of a program involving two cultures.

Design of the Evaluation

Because of the short treatment period (one month), no elaborate statistical design was used in this evaluation. Pre- and post-tests of

speaking and reading skills were administered. The speaking test was intended to note any improvements in pronunciation, vocabulary, and feeling for the language which could be attributed to the study abroad program. A questionnaire involving cultural changes which may have taken place was administered on the last day of the students' stay in Germany. The post-tests for speaking and reading were also administered on the last day of the visit. Nine students completed the oral pre- and post-tests. Eight students completed the written tests.



The American students pose after a visit at the Gutenberg Museum in Mainz. On the right the German teacher, Mrs. Marie Nelson, behind her Dr. Frank Grittner.

I. GERMAN READING ASSESSMENT

In order to measure progress in reading which might be attributed to the study abroad program, a 50-item CLOZE test was administered to the students before the trip and upon completion of the trip before leaving Germany. Eight of the eleven students completed both the pre- and post-tests of reading. Twenty-five of the items were the so-called "modified CLOZE." In this case, every fifth word was omitted and then replaced with the correct response and two distractors which were the same part of speech as the correct response. Another twenty-five items consisted of the traditional CLOZE-type test in which every fifth word was omitted and replaced by a blank. With the modified CLOZE items, the students needed only to underscore the correct response. With the traditional CLOZE procedure, the students were required to write in the correct response. The reading selections were drawn from the last four chapters of a high school textbook intended for second year American students of German. The textbook is not the one currently in use in the Madison schools and therefore it is unlikely that the students would have read either selection previously. The students had thirty minutes to complete the test. During the pre-test they were told that a similar test would be given at the end of their visit in Germany. All tests were collected and tight security was maintained. Shortly after the test was administered, students were involved in final exams in all subjects after which they left for Germany and participated in an extremely busy study and travel schedule. Therefore, there was little if any time for students to review the extensive material in the test between the time of the pre-test on May 7, 1979, and the post-test on June 29, 1979. In view of this, the identical tests were used for the post-test as had been administered as a pre-test. (See Appendix A.)

Although reading was not a major objective of the foreign study program in itself, it seemed advisable to monitor the results of the program in terms of any possible changes in reading ability. The CLOZE-type test was used because it measures a student's ability to infer meaning from context rather than merely to identify vocabulary items or to respond to paraphrase items. Also, this type of test enables the evaluator to use materials which are designed for the particular target population. Thus, the instruments have high-face validity. (Validity and reliability of CLOZE type instruments have been

established by Professor Ozete at the University of Wisconsin-Madison.) The instruments have been field tested with a second semester university class. Also, two native speakers each scored at the 98 percent correct level on the two tests. A non-native speaker—an American German teacher—scored at the 90 percent correct level on the two tests. The pre- and post-test results for the eight students are given in Table I.

TABLE I
CLOZE Testing Results: German Reading

	School Year	Raw Scores	Raw Scores	Pre-test % Correct	Raw Scores	Raw Scores	Post-Test % Correct
		Modified CLOZE	Pre-Test CLOZE		Modified CLOZE	Post-Test CLOZE	
Student #1	1st	11	3	28%	9	5	28%
Student #2	1st	10	5	30%	15	8	46%
Student #3	3rd	13	8	42%	13	10	46%
Student #4	3rd	13	10	46%	15	9	48%
Student #5	2nd	12	6	36%	14	12	52%
Student #6							
Student #7	3rd	13	7	40%	13	12	50%
Student #8	3rd	19	11	60%	17	17	68%
Student #9	3rd	12	7	38%	14	12	52%
TOTALS		103	57	40%	110	85	49%

As Table I indicates, one student showed no increase in reading ability as measured by the CLOZE test. The other seven students all showed gains ranging from 2 to 16 percent. Overall, the ability of the students to infer meaning from context in written selections increased by 9 percent. These findings strongly suggest that the activities of the summer study program had a positive influence upon the reading ability of the students involved even though reading was not one of the skills emphasized in the program.

II. LANGUAGE LEARNING

Both before and after the study tour to Germany, students were asked to rate their language skills and to comment on the whole process of language learning as it takes place in the classroom and through immersion in the foreign culture. In one section of this evaluation, students were asked to fill out the following chart:

How do you presently rate your language skills?

very good average below average

Listening.....

Speaking.....

Reading.....

Writing.....

The results of this evaluation are summarized below in Table II.

TABLE II
Self-Rating of Language Skills

	Year	Before Visit				After Visit			
		Listen	Speak	Read	Write	Listen	Speak	Read	Write
Student #1	1st	Av	Av	Av	Av	Av	Below	Av	Av
Student #2	1st	Av	Av	Av	Av	VG	VG	VG	VG
Student #3	3rd	Av	Av	Av	Av	VG	Av	Av	Below
Student #4	3rd	Av	Av	Av	Av	VG	Av	VG	Av
Student #5	2nd	Av	Av	Av	Av	VG	Av	VG	Av
Student #6		—	—	—	—	—	—	—	—
Student #7	3rd	Av	Av	Av	Av	VG	Av	VG	VG
Student #8	3rd	Av	Av	Av	VG	VG	Av	Av	VG
Student #9	3rd	VG	Av	VG	Av	VG	Av	VG	Av

Key—Av = Average
VG = Very Good
Below Av = Below Average

From this table, it is clear that the students re-evaluated their language abilities following the month in Germany. Nearly all of the students rated their listening skills higher at the end of the trip than before. In fact, six out of the eight gave "very good" as their current ability to understand spoken German. Two students stayed with their previous rating. In the area of speaking, by contrast, only one student gave a higher rating at the end of the trip and two actually rated themselves lower in ability to speak. In the area of reading, four students rated themselves up at the end of the visit while four gave themselves the same rating as before. As for writing skill, only two students indicated a higher score at the end of the trip while five students rated themselves at the same level and one student gave a lower rating at the end.

Another item administered both before and after the trip was intended to assess the self-confidence in speaking ability exhibited by students. The question was presented as follows:

Imagine that you had a summer job in a Madison clothing store and that a customer came in who spoke only German. If the store manager asked you to wait on the person, how would you feel about having to communicate only in German? (Circle the answer that most nearly expresses how you would feel.)

- a. Unable to do this
- b. Highly unsure of my ability to do this
- c. Somewhat confident of my ability to do this
- d. Highly confident of my ability to do this
- e. Completely confident about my ability to do this

The results of this survey question are summarized in Table III.

TABLE III
Ability to Communicate Orally in German

Report Card				
	Year	Grade	Before Visit	After Visit
Student #1	1st	A	(b) highly unsure	(c) somewhat confident
Student #2	1st	A	(c) somewhat confident	(c) somewhat confident
Student #3	3rd	A	(c) somewhat confident	(c) somewhat confident
Student #5	2nd	C	(c) somewhat confident	(c) somewhat confident
Student #6				
Student #7	3rd	B	(b) highly unsure	(c) somewhat confident
Student #8	3rd	B	(d) highly confident	(d) highly confident
Student #9	3rd	B	(c) somewhat confident	(c) somewhat confident

The results here show that there was no deterioration in the students self-concept of their ability to function in the foreign language. All of the students indicated either the same or a higher level of confidence in their ability to communicate directly with a person who spoke only German. The purpose of this item was to assess gain or loss of confidence in speaking skills. Many Americans who, after several years of foreign language study, have gone to a foreign country and have found themselves unable to use their formal study of foreign language within the target culture. There is an American cliché to the effect that, "I studied German in high school (or college) and found that I couldn't use it at all." It is suggested, then, that the study program succeeded in preventing students from losing confidence in their ability to function in German and, in two cases, actually helped students to increase that confidence.

Another question was designed to evaluate students' perception of the effectiveness of the exchange program as a means of learning German as contrasted with the formal study of language in the high school. The question was raised as follows:

You have experienced two ways of learning German: one at East or LaFollette High School and one in Germany. Please describe any differences or similarities about the effectiveness of the two ways of learning the language.

In their responses to this question, it was clear that a number of students had seen the distinction between "skill getting" and "skill using" even though these concepts had never been directly presented to the students. For the most part, the students saw advantages to both types of experiences. For example, one student said that "learning German through the school system is good because you concentrate on the basic skills. You learn the cases, word order, etc.: the basics. But you don't really have much opportunity to use the skills. When you come to Germany, you find that you really don't know a lot of the vocabulary that is needed. The vocabulary you learn in school is a lot different than that which you need in Germany. But, to learn German you really have to have both experiences." Another student noted that the residence abroad forces the student into situations where "you don't have anyone to help you and this is where you put all your learning skills on the line." Another student noted that "there is no comparison to sitting in a class learning German and actually being in Germany. But, without our learning in the classroom, we would have had no basis to start from. In Germany, I have just greatly increased the knowledge that I learned in class." This student also noted that conversation should be emphasized more heavily in the classroom, "especially during the fourth year." One student favored school over the travel program. As he put it, "at school it is much quicker because this is all we do in class. Here in Germany not being given English equivalence makes it more difficult. In Germany it is good to hear how the words sound and to get good experience in pronunciation. I think we learn much more in school because we were in Germany too short a time. Using the book is more educational than just listening." By contrast another student saw the exchange program as far superior to classroom study. In her words "I feel it was a great help for my language skills over here. I feel I learned much more here in one month than I would learn back home in nine months. Because at home you hear German for one hour every day and then most of the time the teachers are talking English. Even though I still don't speak German very well, I still think my understanding of it has grown 95 percent. My speaking skills I think have grown from about 40 percent to 60 percent. Coming here has made me enjoy the language more."

A final question having to do with the process of language learning was stated as follows:

What were the biggest handicaps in the use of language that you experienced during the first week? When and how did you overcome these difficulties?

In response to this question, five of the eight students indicated fear of making mistakes or linguistic shock at hearing the language spoken so rapidly. Other reasons given were that the local "slang" was hard to contend with. A third problem was related to the fact that the host teenage student tended to use English rather than German. This is related to the educational fact that all German students had begun the obligatory English program in grade five and by the time of the visit had studied English in school for six years while the American students had only one, two, or three years of German study. Also, the German students had spent the month of April in Madison, and had previously established themselves as English speakers in the United States. Thus, there were strong pressures to rely solely on English.

However, it appears that all of the students, to some degree, overcame their fears due to the nature of the close family relationship. As the first expressed it, "my biggest handicap was trying to speak German. I was afraid to try because I was afraid of making a mistake. But after awhile it became easier to overcome this. At the end I felt I was better than I was at the beginning." A second student noted that "my biggest problem was being afraid of making mistakes. I realized after a week that if I made a mistake my family would correct it, and if they laughed they weren't laughing at me but with me. By the end of the second week, I spoke German more often and a little better." A third student said, "my biggest handicap was that I was afraid to try to speak. My host family wouldn't talk much to me either. They were afraid that I wouldn't understand them. So, I had to take the first step and start talking to them in German. By the second week, we were communicating with each other. I tried to speak even if I didn't know the exact words. But I tried at least. Now, in the fourth week, it is very easy to sit down and start a conversation with my host family."

A fourth student indicated the problem as that of limited vocabulary which made it difficult for each party to "get his point across." However, in his words, "usually it is not too bad, though, because a lot of times it can be rephrased using simpler words that I can understand." A fifth student indicated being afraid of making mistakes in speaking with the family of her hostess sister. As the student noted, "after awhile I spoke more German and they would understand what I was saying and would correct. So, I spoke more German to her family." The sixth student said, "first, just the shock of hearing only German and little English. But the biggest handicap was the slang used by the people of Mainz. We had to increase our vocabulary greatly before we could understand. The kids were hardest to understand, but the parents always spoke very good German around us so we could understand." The seventh student said, "Peter, the boy with whom I am staying, speaks such good English! After a few days his parents told him to speak to me in English only if I needed a translation because I couldn't understand. Mostly now he speaks in German to me." The eighth student said, "the number one handicap was that they all talk fast with lots of slang. I tried to explain to my family in Germany that I would be able to understand if they talked slowly and without slang. Now most of the time they do, and I understand them much better. But now the problem is that I am starting to use slang, too."

This section speaks very strongly for the exchange type of program. It was clear in the minds of the parents that the Americans were in the home to practice German. As a result, they resisted the temptation to rely on the stronger English skills of their own children for the benefit of the visiting American guests. This appears to speak well for the concept of living in a supportive home environment on an exchange basis. It is possible that this situation also contributed strongly to the students' sustained confidence in their ability to speak German. (See Tables II and III above.)

III. ORAL COMMUNICATION IN GERMAN

This section consisted of a series of five topics which students were to cover orally within a three-minute period. The first item was simply for identification; each student was to tell his/her name in German. Item two was slightly more complex in that the student was supposed to identify his/her place of residence, street, house number, and so forth. Item three on the test required the student to describe his/her own family in German. Item four asked the student to describe his/her school using only German. Item five asked the student "to say something about your favorite American television program in German."

The student was given several minutes to read these instructions in English and prepare to respond to appropriate questions in German. At the time of the pre-test, the students were told that they would be given a similar oral test at the end of the visit to Germany. As was the case with the CLOZE test, the same questions were asked on the pre- and post-tests, although the students did not know that in advance. The actual content of the student responses was not considered to be as important as the sophistication of delivery, pronunciation, and the choice of vocabulary. Nine students completed both the pre- and post-tests. Their responses were recorded on a cassette tape. None of the students used the full three minutes. In fact, many students completed all they had to say both on the pre- and post-tests in less than two minutes.

After the exchange program was completed and everyone had returned to the United States, their responses were transcribed, and the number of meaningful non-repetitive lexical items were counted. The results of this count are summarized in Table IV.

It is obvious from Table IV that a majority of the students were able to produce a much larger number of lexical items within the short time period allowed in the test. It was also noted that sentences tended to be longer with more compound and complex sentences than were used in the pre-test. Also, there were many fewer anglicized German utterances and a much lower incidence of "code switching" (that is, fewer intermingling of English words with the German expressions).

TABLE IV
Oral Communication: German Lexical Items Produced Orally in
Three Minutes

	Pre-Test	Post-Test	Diff.	%
Student #1	23	61	+ 38	+165
Student #2	59	84	+ 25	+ 42
Student #3	53	102	+ 49	+ 92
Student #4	88	101	+ 13	+ 15
Student #5	83	74	- 9	- 11
Student #6	58	110	+ 52	+ 90
Student #7	88	73	- 15	- 17
Student #8	75	98	+ 23	+ 31
Student #9	40	57	+ 17	+ 43
TOTALS	567	760	+184	+ 32

There are, of course, many limitations to analyzing transcriptions of German speech. Therefore, to test whether or not there was any observable improvement in the pronunciation, fluency, and overall speaking sophistication, the pre- and post-test responses were recorded in random order on a single tape. Randomization was done by a flip of the coin. If heads came up, then the pre-test was recorded first for each student; if tails came up, the post-test. The randomized selections were then played back to a panel of two fluent German speakers who were asked to evaluate the two responses by each student and to judge which of the two speech segments showed the most sophistication. Further, they were asked to give reasons for judging one segment better than the other. The results of this evaluation are as follows:

TABLE V

	Pre-Test	Post-Test
Student #1		rated better
Student #2	rated better	
Student #3		rated better
Student #4		rated better
Student #5	rated better	
Student #6		rated better
Student #7		rated better
Student #8		rated better
Student #9		rated better

Student #1

The raters here noted much more confidence and fluency in the post-test segment. They also both noted an improvement in pronunciation of the "ich"-sound. The German was also judged to be more natural and colloquial. For example, the use of "Mutti," "Vati" were in evidence in the post-test. The plural of sister (Schwester) was used correctly. Also in the post-test, the verb "sind" was used correctly with a plural subject in contrast to the pre-test where "ist" was used with a plural subject.

Student #2

The raters had a difficult time deciding on which segment was the better. In fact, they found very little difference between the pre- and post-tests. When forced to make a choice they both decided that the second segment (pre-test) was slightly better than the post-test. Both felt that the pronunciation was slightly better in the pre-test segment.

Student #3

Both raters were unequivocal in their assessment of the post-test as the better of the two segments. It was observed that the student made better use of idiomatic German, made fewer grammatical and syntactical errors, and used more complex sentence structures, particularly in the area of adjective use.

Student #4

The post-test was rated as clearly better than the pre-test. The student was described as having better pronunciation, appearing more secure and confident in the use of German, and employed fewer Americanisms in the grammatical and syntactical form. In the post-test segment, the student refrained from totally incorrect forms such as "Es hat viele Leute zu gehen hier" which appeared in the pre-test segment.

Student #5

Both raters noted very little difference between the two segments. Once again, when forced to choose, they rated the pre-test as slightly better than the post-test noting that there was very little change in fluency, correctness, or confidence. It was judged that the second segment (which turned out to be the pre-test) was characterized by slightly more confidence and fluency. However, incorrect form, mixture of English and German, were strongly in evidence in both segments.

Student #6

Both raters were unhesitating in their judgment of the second segment as being far superior (i.e., the post-test). The student was viewed as being more fluent, confident, colloquial, and correct in pronunciation in the post-test. For example, words and phrases such as "Es gibt," "ich hab," "jede Woche," and "ungefaehr" were used correctly in the post-test in contrast to incorrect or non-idiomatic expressions which were used in the pre-test.

Student #7

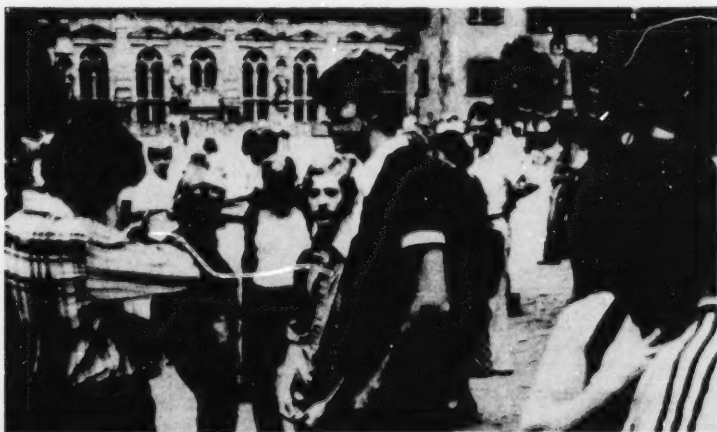
Student #7 was seen by both raters as performing better on the second segment (post-test). As the raters saw it, this student was more secure, used less anglicized German, did less code switching between English and German, and used more idiomatic expressions. She was also seen as being more secure and able to use plurals and other grammatical forms correctly.

Student #8

This student was viewed by both raters as using more sophisticated vocabulary, better grammar, more idiomatic language, and better pronunciation in the post-test as compared to the pre-test. For example, he referred to high school students as "Schueler" in the post-test rather than as "Kinder." Also, the word "Programm" was pronounced correctly in the post-test as compared to the anglicized pronunciation of the pre-test. The student was also judged to show more confidence and fluency in German in the post-test segment.

Student #9

Both raters judged this student to have performed better on the post-test than on the pre-test. The language was seen as being better, more idiomatic, more fluent, and characterized by less use of English mixed in with the German. Sentence structure was definitely better. For example, instead of using merely a series of simple sentences, the student used relative pronouns with correct gender to express ideas of a more complex nature. In addition, there was a distinct improvement in pronunciation and self-assurance.



The students from Wisconsin touring Mainz.

IV. CULTURAL INFORMATION

Family Life

On the last day of the trip, the students were asked to respond to a series of topics relating to cultural similarities and differences between Mainz, Germany, and Madison, Wisconsin. These four topics are discussed in detail below.

The first item attempted to get at positive impressions experienced by the students:

"Describe the one thing that took place during your stay in Germany that pleased you the most. Please explain in detail what you liked about the situation."

With regard to the most pleasant incident of the trip, five out of the eight students who responded listed positive social interaction with the host family or with a member of the host family. Two students listed the trip to Berlin as the most pleasing aspect of the exchange program while one student mentioned going to school with the host student and socializing with young Germans in school as the most pleasing aspect of the program. Thus, six of the students found social interactions with German young people and adults to be the most pleasing aspect of the program. In contrast to this, the trip to Berlin involved the American students going on an excursion by themselves. The students who preferred Berlin also noted that it gave them a "rest" from the host family and a change from Mainz and the surrounding region. In summary it should be noted that the vast majority of remarks showed a highly favorable attitude toward the host family and the people of Mainz.

A second item was stated as follows:

"Describe the incident during your stay in Germany that you disliked the most or which upset you the most. Please explain in detail."

In the area of program aspects that they disliked most, three students listed incidents connected with drinking. The Americans seemed to feel that the Germans drank too much as evidenced by the frequent consumption of wine during meals. The Germans disapproved of the American pattern of drinking to excess during trips and parties. One American student thought that her fellow Americans abused the drinking privilege while two students were upset at being reprimanded by their German host students for drinking to excess.

Three students complained of exhaustion due to too many pre-planned strenuous activities. As one American student expressed it, "sometimes the German kids thought that they were supermen and kept you always on the go." Another student mentioned that going through East Berlin was the most disliked aspect of the program. "I had the worst feeling of being like a criminal; not allowed to move and express myself freely. This was the only time during the four weeks that I felt unwanted. Although it was a bad experience, I think anyone who does come to Germany should experience it." Another student mentioned the inability to communicate feelings and thoughts to the host family adequately as the most disliked aspect of the visit to Germany. The reason behind this, however, was stated as feeling sad about the inability to "express my feelings to them or tell them how much I really cared."

As a third item of cultural information, each student was asked to give the following:

"List five or more ways in which your German family differed from your own family in America. Please give a brief explanation of each difference."

A number of the students could not give five or more contrasts between German family life and American family life. In fact, some could give only one major distinction. However, all but one of the students listed "closer, friendlier family relationships" as a notable difference. This was often attributed to the fact that German families tend to be very small while American families are bigger and, hence, less attention can be given to the individual child. There were also comments to the effect that the American family "doesn't express feelings as openly as my German family." Another student noted that "they spend more time together as a family except at meals." Another student said "they joke and laugh a lot. In our home, we are not so close, I guess."

Also, in relation to the family, several students noted a greater level of freedom accorded to the children. Some of the American students felt that the German parents were permissive or that they spoiled the children. One American student gave as an example, "the magazines they read: in America they would be banned as porno while here little

kids can buy them." Still another student said that "if we come home late here in Germany the parents don't say too much."

Food and Eating Habits

One student noted the food in Germany was a lot different and that it took a long time to get used to it. Another student noted that the food was quite different but stated that, "I liked just about everything they gave me and it was hardly ever anything I have ever had in America." Another student noted that it was strange to eat bread, cheese, and meat for breakfast and to have lunch as the big meal. This student also noted that "they eat holding the knife in the right hand and the fork in the left hand. They eat very fast." Another student noted that the German family tended to have more meals together and was always struck by the fact that the big meal was at noon and not in the evening.

Related to the eating habits was the tendency to have alcoholic beverages with the meal (wine and beer) and to sit down every night and drink, "when at home I hardly ever drank." Other differences noted were the feather beds used by the Germans, the smallness of the houses and apartments in contrast to the larger American homes, the fact that "most German mothers stay at home, while American mothers work," and, "the way they drive. They drive like a bunch of maniacs over here, while in the States we have set speed limits everywhere."

A fourth cultural item to which students were asked to respond at the end of the visit was worded as follows:

"If a friend of yours were preparing to go to Germany, what advice would you give him/her: about the Germans?, about places to visit?, about things to do?"

With respect to advice about the Germans, all eight students generated mostly positive statements. For example, "Germans are warm, friendly, and kind." Several students used the term "hospitable." Nearly all the students referred to the Germans as "nice people," "friendly," while others referred to them as "loving," and "caring." After a series of positive adjectives, one student added that "also, you have to understand their needs. At times they are very

stubborn and want to be left alone." One student ended a positive description of the Germans by saying, "I wish I could stay in Germany forever; I feel I should always belong here."

As a final bit of advice another student said "remember you are leaving an impression of all Americans. If it's a good one you will be remembered well, but if it's a bad one you will ruin it for all future American tourists."

With respect to places to visit students tended to list the things they enjoyed such as a trip to the Black Forest, a boat ride on the Rhine, a visit to Berlin, seeing the Alps, Heidelberg, and small villages which still have "many of the old ways," and a visit to East Berlin. However, one student said, "I would tell them that staying in one place and living like German people is the best thing to do because if you travel all the time, you really don't see how Germans live and why they live that way."

As for things to do, students suggested such things as making a lot of friends, riding the "punctual trains," preparing for a lot of walking, doing things you normally wouldn't try because of embarrassment because "over here you don't have to worry about seeming to be a fool because they act crazy, too," eating the German foods but "watch the desserts," and "try the German beers and wines; they are so good!"

V. ATTITUDINAL SURVEY

The final questionnaire instrument was adapted from a survey form developed by Jane M. Bourque in 1975 "For Use in Conducting Socio-Cultural Research with and for Students." Eight students completed the fourteen items on the "Attitudinal Survey: American Youth in Germany." (See Appendix) The questions and responses are summarized below.

1. *"What opinions of the Germans had you already formed before coming to Germany?"*

Responses to this item and to item three were somewhat influenced by the fact that the respondents had spent time with German students who were visiting Madison during the month of April. Therefore, they had already formed opinions of Germans based on experience in America with German young people. Nevertheless, there were responses such as, "I thought they were different people from a different land many miles away with a different language. Also, I related them to World War II and Hitler." Generally, however, the students said that they thought the Germans were nice people and that it would be great to visit them. One student said that she thought that she "wouldn't like Germany because I couldn't speak German that well." For the most part, then, students expected the Germans to be good, friendly, outgoing people who were also "clean and conservative." One student said that "they are just like us, but with their own customs and lifestyles."

2. *"Did you form these opinions mainly from (check no more than two):*

- teachers' comments*
- textbooks and educational films*
- television and movies*
- comments by friends and family*
- previous travel abroad*
- newspaper and magazine articles and advertisements*
- German foreign exchange students and other Germans in the States."*

The responses to this item were not very conclusive although "comments by friends and family," "German foreign exchange students," and "teachers' comments," were the most frequently checked items. The other items were checked only once or not at all.

3. *"Have you changed any of your opinions this summer? If so, which ones?"*

For many of the students, item three was merely confirmation of item one. That is, the students expected the Germans to be friendly, hospitable, and kind and they perceived them to be that way during the trip. Another student found that the opinion change was that "the communication gap is not as big as I thought it would be." Another student said "they are not as energy conservative as I thought and they are more friendly than I expected."

4. *In what ways are German and American teen-agers alike?"*

The emphasis on item four was mostly positive. Students referred to the fact that both enjoyed having a good time, socializing with friends, discussing music, dating, and being concerned about the usual problems of youth.

5. *In what ways are they different? Mention particular things which surprised or shocked you at first."*

The differences cited tended to be somewhat negative in tone. American students felt that the Germans smoked too much and started smoking too early. It was also noted that they could stay out later and drink more without getting in trouble with their parents. German girls were also seen as "flirting too much" and being "very rowdy."

6. *"What do you especially like about the Germans?"*

On this item, terms like "hospitality," and "friendship" were mentioned most frequently. Other students also noted that they are "fun loving." Another said that they are "outgoing and very understanding." One student mentioned German cooking as the thing most liked about the Germans.

7. *"Is there anything you dislike about them?"*

As to what is disliked, "moodiness" was one item mentioned. Another student said she disliked it "when they get picky about something." Still another student said "sometimes they get very loud." Smoking was also mentioned as a dislike and another student stated, "I don't like the fact that they offer so much liquor."

-
8. *"Have you yourself changed as a result of this bi-cultural contact? If so, in what way?"*

"I feel I have become more mature and a little more independent. I have seen that the American way is not the only way. I have learned how to live in a different environment from my own, and because of the month I've been away from home, I've learned to appreciate my real family a thousand times more."

"I have become more acceptable of different cultures. It has opened my eyes to the fact that the American way is not the only way."

"I feel I understand better the German language and I wish I could live here forever. I liked it more and more everyday."

"I've expanded my viewpoints on the world a lot. There's a lot more in the world than just America. Everyone has his/her own lifestyle."

"My English is not as good as it used to be. I want now to learn much more German."

"I changed in the sense that I can communicate with others even though I can't talk to them very well."

"I am a little more open in my feelings."

"I believe I have changed just as a result of meeting people. I now have a great experience and it has widened the future for me."

9. *"What psychological factors come into play in your relations with teen-agers of another nationality?"*

"Accepting their ways" and "willingness."

"I had a chance to see how others feel about my country and also I had the chance to see the ways of life of someone else."

"The language problem—But even if you haven't had a lot of German, you can usually always make your point clear."

"Everyone, both Germans and Americans, have become closely bonded in this exchange. I doubt that anyone will ever forget this wonderful experience."

"The fact that you get to be good friends and then you must leave and may never see them again hurts."

"I didn't know whether we would get along or not, or if we would even like each other, but everything turned out great."

10. *"What psychological factors are involved in your attempts to speak or your success in speaking a foreign language?"*

"I was afraid of making dumb mistakes at first so in my German home I spoke only English. I realized after about a week that they would correct me if I made a mistake and that, to them, someone trying to speak their language who had problems was funny. I don't care if they laugh now because I've learned to laugh with them."

"Self-confidence and not being afraid of making a mistake are involved."

"You have to work hard and want to do it. If you really try, it will become easier in the long run."

"I had to force my mouth to open the first few days and I was very self-conscious and worried that I would make a mistake. But, later on, after a week or so, I wasn't so worried. They understood me and corrected me. They congratulated me when I learned a new word or phrase. They didn't embarrass me."

"I was a little scared to talk. They speak Plattdeutsch and we speak Hochdeutsch."

"If I want to speak in a foreign language I can but if I don't want to I won't."

"The fact that you are nervous at first of speaking the language and making mistakes and being embarrassed."

"Sometimes you aren't sure how to say something, so you

don't say it, or just hope they understand what you said."

11. *"Are you able to make any comparison between the German and American educational systems. If so, please comment."*

"I feel the German system is much more restricted and strict, more forceful. I prefer the American system much more."

"We were here after the final test was taken so the structure was very loose. I don't think it would be fair to form any opinion. I didn't like school on Saturday."

"The German students have a better educational system because they can have more contact with it because of their school system and daily life. But the American educational system is not as good because we do not come in contact that much with our daily life and our educational system at school is not as strong."

"There are a lot of differences. In Germany, they have to choose their careers very early whereas in America many don't know till they are in college or out of school. They concentrate a lot on other languages."

"No, we haven't seen enough classes."

"They are not at all the same. They can't pick classes; they must take English. They only go to school till 1:00 p.m., but they go six days a week. It is very different."

"Their educational system seems a lot tougher."

"In reality, it is the same—the learning process, but they have no school board and cannot choose their classes which I like to do."

12. *"Please comment on your preparation in the German language. If a teacher used particular techniques or texts or materials that were helpful as background for this summer in Germany, please name or describe them."*

"Most of the teachers spoke German carefully and slowly. If

someone couldn't understand they kept repeating it until they understood. If they still didn't understand, the teacher used hand motions or asked someone who understood to explain it in English."

"I like the way my teacher did the teaching even though I wish we had more conversation. It would have helped a lot more."

"I've had three years of Deutsch. Frau Nelson (the German teacher in East H.S. in Madison) told us about last year's group and their experiences. She told us what to expect. Showed us slides from last year. We saw films and movies about Germany and studied specific areas of Germany."

"I really didn't prepare too much."

"I don't know."

"We just did the normal class work. We had no special classes or discussions. We just did our normal things."

"She used movies and different kinds of books to give us a different aspect and a different look at the German language."

13. *"What do you expect your experiences to be when you return to the States? (Might you be placed in a more advanced class? How will your experience here relate to your study of German at home?)"*

"I'll speak better German, but maybe worse because I've picked up the Mainzer dialect and some of their slang. I think my understanding is much better and comprehension and conversation will be a lot better."

"I will have a better understanding of things and will be more eager to learn."

"I think that I have learned a little bit more in dealing with the German language."

"My German has greatly improved since coming here. I used to be afraid to try and speak German back home, but I'm no

longer afraid at least to try. I can comprehend what someone is saying a lot better, also."

"I will study and learn much more German quicker and better."

"I don't think I will be in a more advanced class, but, yes, this experience helped me to realize you can learn a language if you want to, and I do!"

"I will try to study harder in German and get better grades in German III. I don't think much will change other than that."

"I think I will be a little more knowledgeable in the culture and language of Germany and it will be more important to me now."

14. *"Do you have any particular intentions in relation to this experience? (To return to Germany, to invite a German friend to visit you, to take more German, to seek opportunities to speak German in the U.S. . . ?)"*

"I definitely would like to host a German student next year. I would also like to return to Germany, but not for a few years. I want to learn more German and learn better German before I return."

"I will come back here and my host family will come to the U.S.A."

"I plan on coming to Germany next year and also have my host family come to America to see how we live. Also I might be a host next year for a German student."

"I would love to return to Germany again. Four weeks is just not enough to see all of Germany and to really get to know your host families. But, in four weeks you can build everlasting friendships with everyone you meet. I will try to speak more German with my Grandma, who loves to talk German, but has no one to talk it with. My parents even want to come to Germany next year!"

"Next year I will return for two months. Hopefully in two years, I can bring my parents. Perhaps in three years, I will come for one year of university education."

"Yes, I am returning to Germany hopefully next Easter. Yes, I have already invited all my new friends and their families to come and visit. Yes, I am going to take German again next year."

"Maybe to sometime come back to Germany and visit my old friends here and to next year take another German student in."

"I want to come back to Germany, but I do not know when. I have invited people who are coming to visit me. I'm in another German class and I would like to speak German a little more."



German and American students mingle in the yard of the Neutorschule in Mainz.

SUMMARY AND CONCLUSIONS

As was noted earlier, the purpose of this evaluation was to determine the success or failure of the GAPP exchange between a particular school in Mainz, Germany, and East and LaFollette High Schools in Madison, Wisconsin. The program involved a two-way exchange of both students and teachers from the *Neutorschule* in Mainz, Germany, and the two above-named high schools in Madison. This included an arrangement whereby the students from Germany lived with host families in Madison while the students from America lived with host families in Mainz and the surrounding area. The program also included extensive visits to areas in both countries which have cultural, historic, or economic significance within the respective cultures.

To measure the impact of this program on the American participants, certain tests and questionnaires were administered before and after the visit. The areas assessed by these instruments were as follows:

1. Oral expression in German,
 2. Students' perceptions of their ability to use the German language,
 3. Tests of reading ability, and
 4. Attitudes toward the German language, culture, and people.
- A summary of the results in these four areas is presented below.

Speaking Ability in German

The evidence strongly suggests that the GAPP program had a highly favorable impact upon the desire and ability of most students to express themselves freely and orally in German. When the pre- and post-tests taped segments were played in random order, the two evaluators unhesitatingly picked the post-test for seven out of the nine students as being clearly superior in fluency, pronunciation, sophistication, and correctness. For the remaining two students, the evaluators saw little difference in performance, but evaluated the pre-test as being "slightly better." One of the students who showed no apparent progress was a first year student; the other was a second year student. All five of the third year students showed obvious superiority in the post-test as judged by the evaluators. This suggests

that this kind of exchange program is likely to show more success in improving oral fluency if the participants have studied the language for three or more years prior to participation. This is not to say that first and second year students cannot profit from such a program. In fact, one of the first year students and two of the second year students did show much improvement as judged by the evaluators. However, the progress of the more advanced level students appeared to be more substantial.

Student Self-Perception of Ability to Use German

The fact that the students showed no loss of confidence in their ability to use German and, in several cases, actually showed increased confidence in that ability speaks well for the program. The students' views regarding their ability to use German appears to be substantiated by the observations of the two people who evaluated the speaking ability of the participants. As was mentioned above, in seven out of nine cases, the students were viewed as showing "more confidence" in their ability to use German.

Reading Ability

Although the program included no extensive instruction in reading German, there appears to be a strong positive carry-over with regard to the students ability in this area. No student scored lower in this skill and many scored considerably higher on the post-test than on the pre-test. Collectively, the students were able to produce nine percent more correct responses on the post-test than on the pre-test. This suggests that the total immersion in the German culture for a period of one month improves the students' ability to infer meaning from context insofar as this ability is measured by a CLOZE-type test.

Attitudes toward Language, People, and Culture

In this area the evaluation indicates an almost completely positive result. The students went into the program with strongly positive attitudes toward Germany, its language, and its people. By the end of the exchange program, these positive attitudes were even stronger.

All of the students showed a desire for continued study of German and for continued contacts with the German people. In fact, four of the students had indicated definite plans to return to Germany and the rest indicated the desire to do so. Also, most students had generalized their attitudes to express acceptance of other languages and other lifestyles as having equal validity to their own Anglo-American heritage.

Negative attitudes were few, and most of these revolved around rather minor issues or were based upon a misunderstanding of the cultural pattern. The Germans' smoking habits were seen as excessive by a number of the Americans. Also, a number of the American students thought that Germans "drank too much." In discussing the same issue with Germans, the verdict was that American students "got drunk too often." What appears to have happened is that the Americans looked upon the use of alcohol with meals on a regular basis as an abuse of alcohol and an excessive habit of drinking. Conversely, the Germans looked upon the American type of cocktail hour or beer party as an abuse or misuse of alcohol.

Also, some of the American students saw German parents as being a bit too permissive with respect to drinking, smoking, and coming home late. Any other negative incidents that were listed were more attributable to minor personality conflicts than to cultural differences. These were far over-balanced by the large number of positive comments about the Germans as being friendly, hospitable, understanding, and possessing a much more close and affectionate pattern of relationships within the family.

From the standpoint of language learning, the most significant factor of all would seem to be the development of an "integrative" attitude toward the German language and people. Lambert has noted that a higher level of achievement results in those students who exhibit an "integrative" attitude toward the foreign culture than is found among those who have an "instrumental" attitude. That is, those students who wish to identify with and be part of a different linguistic group have notably higher achievement in the language spoken by that group.* All of the students in the GAPP program in Mainz show strong integrative attitudes toward the German language

and people. Hence, it can be inferred that the experience has made the participants into better potential students of German.

In summary it can be stated that the GAPP exchange program appears to be strongly conducive:

1. to improving German listening, speaking, and reading skills;
2. to increasing the potential and disposition among students toward better mastery of the German language;
3. to developing highly positive attitudes toward the German people and their way of life; and
4. to building a deeper awareness and general acceptance of other cultures and languages.



German students bid farewell to the American friends at the railroad station in Mainz.

*Lambert, Wallace E. *A Study of the Roles of Attitudes and Motivation in Second Language Learning*. U.S. Office of Education, No. SAE-8817. Final Report. 1961.

APPENDIX A

I. German Reading Assessment

Name _____ Instructor _____

Age _____ Date _____

Course Level – German _____

1. How long have you studied German?

a) in high school _____

b) other contacts with German _____

2. If you studied another language:

a) which one _____

b) how long in high school _____

c) other contacts with a foreign language _____

First, read over the story. Then as you re-read it, underline the correct answer inside the parentheses.

Example:

Morgen früh (blitzen fahren anderen) wir nach Hamburg: mein (Wasser Schiff Vater), meine Mutter und ich. (Mein Sein Heiss) Bruder Hans kommt hoffentlich ...

A. Die Schweiz und Basel

Die kleine Schweiz mit (unseren ihren meinen) sechs Millionen Einwohnern ist, (undeutlich nebelhaft genau) wie die grosse amerikanische (Union Stadt Lasse) mit ihren 200 Millionen (Bevölkerungen Fremden Einwohnern), ein Bundesstaat. Es ist (wichtig klein arm), hier noch festzustellen, dass (viele die solche) 25 Staaten, die sich (Schmutz Kantone Fluss) nennen, weitgehende Autonomie geniessen.

(Wenn Wo Wie) man einen fortschrittlichen Schweizer (tötet begreift bittet), sich über die neuen (Aufgaben Ruhen Spiele) seines Landes zu äussern, (nimmt zahlt bekommt) man meist diese Antwort: (Leise Eine Erste) Revision der föderalistischen Struktur (ist hat kann) nötig. Denn die Souveränität (einer der wer) einzelnen Kantone hat oft (schöne feine groteske) Folgen. Wenn zum Beispiel (ein rein wenig) Urner einen Glarner in (neuem einem dem) Brief beleidigt, und den (Tisch Faden Brief) statt von Uri von Zürich (wegschickt bleibt verliert), so ist der Beleidigte (bewusst vergessen verpflichtet), ihn in Zürich einzuklagen.

(Ein Welcher Erster) Engländer, der ein Buch (an neben über) die Schweiz geschrieben hat, (geht trägt hilft), soweit zu behaupten, dass (eine die ohne) Einigkeit der Schweizer darin (aufsteht läuft liegt), dass sich die Bewohner ...

Name _____ Instructor _____

Course Level—German _____

Date _____

First, read over the story. Then, as you re-read it fill-in the *one* word in German that best completes each blank. Spelling errors will not be counted wrong. Please, try not to leave any blanks.

Example:

Morgen früh *fahren* wir nach Hamburg; mein *Bruder* meine Mutter und ich. *Mein* Bruder Hans kommt hoffentlich. . .

B. Ein Brief

Lieber Kurt!

Schade, dass Du nicht _____ in München wohnst, aber
_____ seh' Dich ja bestimmt _____ Sommer dieses
Jahres, weil _____ Eltern unbedingt das neue _____
meines Onkels (der jüngere _____ meiner Mutter) sehen wollen.
_____ ich Dir gerade von _____ Familie
berichte: Meine Schwester Brigitte, _____ Du ja gut kanntest,
_____ Anfang des nächsten Jahres, _____ im
Februar, einen Zahnarzt. _____ Vater ist auch Zahnarzt.
_____ nicht nur der Vater, _____, auch der Vater
des _____, also der Grossvater, und _____ der
Urgrossvater übten den _____ eines Zahnarztes aus. Ich _____
_____ einmal meine Schwester ärgern _____ habe ausgerechnet,
in wieviele _____ die Vorfahren ihres Bräutigams _____
geschaut haben. Mensch, das _____ eine mittlere Grosstadt!
Mein _____ Schwager—er ist neun _____
alter als ich, übrigens _____ Besitzer eines Gebrauchtwagens. . .

APPENDIX B

Attitudinal Survey: American Youth in Germany

Age _____ Sex _____ Do not give name.

1. What opinions of the Germans had you already formed before coming to Germany?
2. Did you form these opinions mainly from (check no more than two):
 - _____ teachers' comments
 - _____ textbooks and educational films
 - _____ television and movies
 - _____ comments by friends and family
 - _____ previous travel abroad
 - _____ newspaper and magazine articles and advertisements
 - _____ German foreign exchange students and other Germans in the States
3. Have you changed any of your opinions this summer? If so, which ones?
4. In what ways are German and American teen-agers alike?
5. In what ways are they different? Mention particular things which surprised or shocked you at first.
6. What do you especially like about the Germans?
7. Is there anything you dislike about them?
8. Have you yourself changed as a result of this bi-cultural contact? If so, in what way?
9. What psychological factors come into play in your relations with teen-agers of another nationality?
10. What psychological factors are involved in your attempts to speak or your success in speaking a foreign language?
11. Are you able to make any comparison between the German and American educational systems? If so, please comment.

-
12. Please comment on your preparation in the German language. If a teacher used particular techniques or texts or materials that were helpful as background for this summer in Germany, please name or describe them.
 13. What do you expect your experience to be when you return to the States? (Might you be placed in a more advanced class? How will your experience here relate to your study of German at home?)
 14. Do you have any particular intentions in relation to this experience? (To return to Germany, to invite a German friend to visit you, to take more German, to seek opportunities to speak German in the U.S. . . .?)